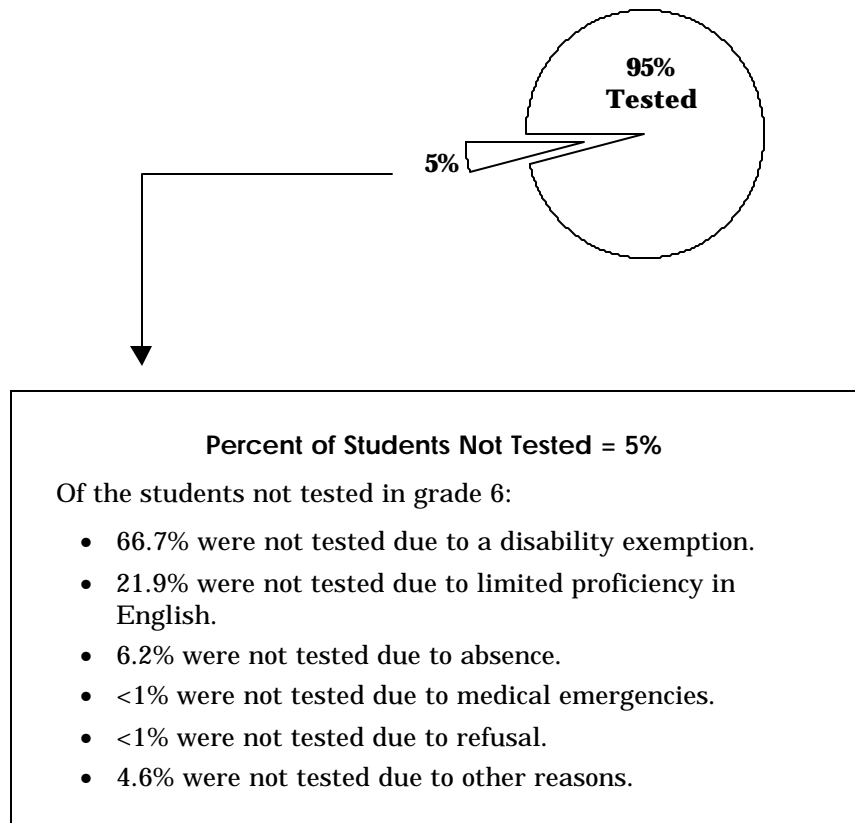


## VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 6

### Students Not Tested

*Stanford 9* Intermediate 2 Form TA, Abbreviated was administered in Fall 1999 to 82,963 sixth grade students in Virginia, or 95% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

Figure 6.1 – *Stanford 9*, Fall 1999, Grade 6  
Reasons Students Not Tested

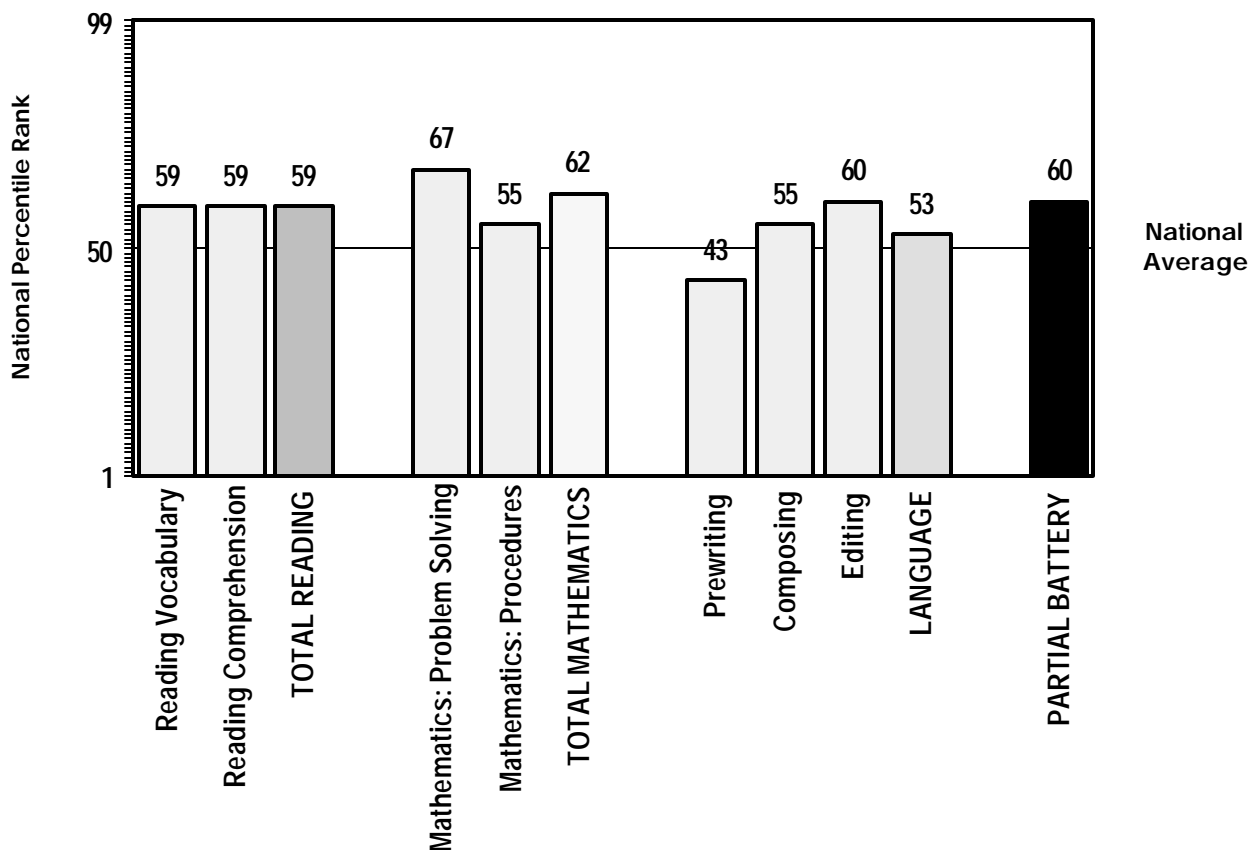


## Grade 6 performance

## Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 1999 grade 6 administration of *Stanford 9* in VSAP. Student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 60th percentile for Virginia sixth grade students. This means that the “average” Virginia sixth grader did as well as or better than 60% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 1999, Grade 6  
Statewide National Percentile Ranks



Grade 6 performance

## Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

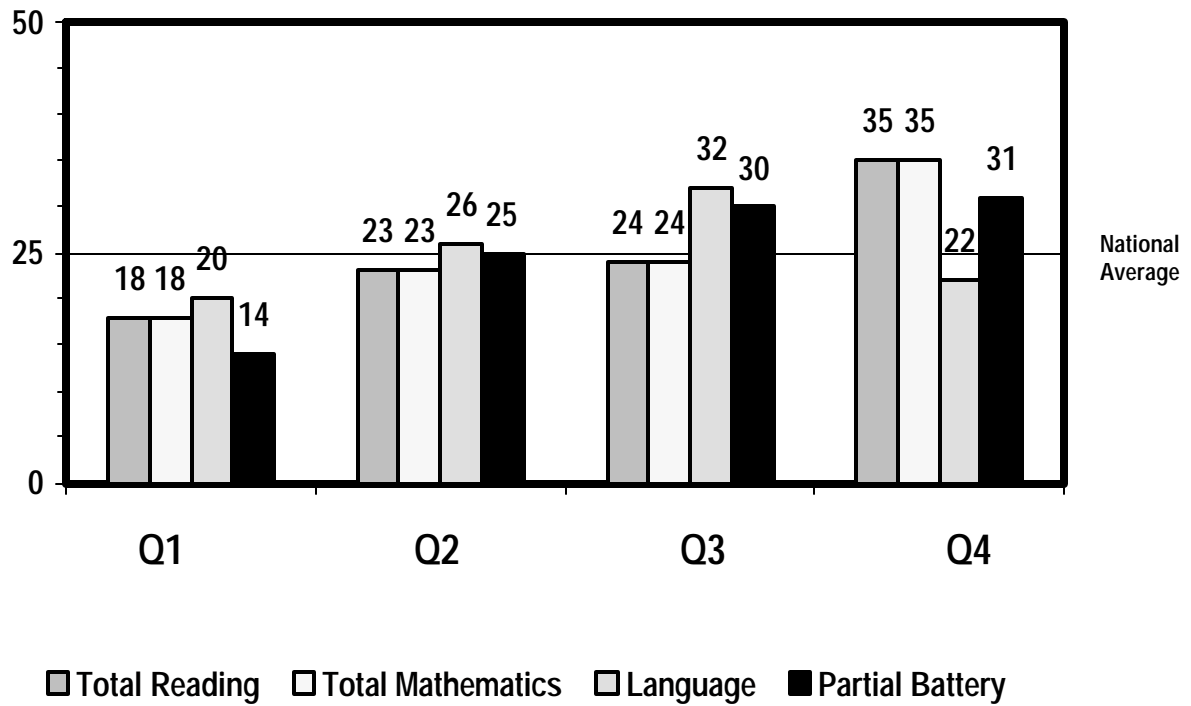
Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percentage of Virginia sixth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of sixth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
  - in the lowest quartile, Q1, 18% as opposed to the national norm group's 25%; and
  - in the top quartile, Q4, 35% as opposed to the norm group's 25%.
- 2) Total Mathematics
  - in the lowest quartile, 18% as opposed to the norm group's 25%; and
  - in the top quartile, 35% as opposed to 25% of the norm group.
- 3) Language
  - in the lowest quartile, 20% as opposed to the norm group's 25%; and
  - in the top quartile, 22% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
  - in the lowest quartile, 14% as opposed to the national norm group's 25%; and
  - in the top quartile, 31% as opposed to 25% of the norm group.

## Grade 6 performance

Figure 6.3 – *Stanford 9*, Fall 1999, Grade 6  
Percentage of Virginia Students in Each National Quartile



## Grade 6 performance

## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth grade answer documents.

- Gender

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

The population of sixth grade females obtained higher percentile ranks than grade 6 males in all areas except Mathematics: Problem Solving—though the respective percentile ranks for that subtest are the same (67), females had a slightly higher mean scaled score than males.

**Table 6.4 – *Stanford 9*, Fall 1999, Grade 6**  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	<b>39,384</b>		<b>39,984</b>		<b>4</b>	
Percentage of the Total**	<b>47.5</b>		<b>48.2</b>		<b>&lt;1</b>	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	61	677.6	56	671.2	***	***
Reading Comprehension	63	671.5	55	663.5	***	***
<b>TOTAL READING</b>	<b>63</b>	<b>673.6</b>	<b>56</b>	<b>666.3</b>	<b>***</b>	<b>***</b>
Mathematics: Problem Solving	67	665.7	67	665.4	***	***
Mathematics: Procedures	58	665.8	53	660.3	***	***
<b>TOTAL MATHEMATICS</b>	<b>63</b>	<b>664.6</b>	<b>61</b>	<b>662.2</b>	<b>***</b>	<b>***</b>
Prewriting	46	625.6	40	618.7	***	***
Composing	59	641.2	51	631.6	***	***
Editing	66	642.3	53	628.6	***	***
<b>LANGUAGE</b>	<b>59</b>	<b>637.1</b>	<b>48</b>	<b>625.9</b>	<b>***</b>	<b>***</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>63</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>	<b>***</b>	<b>N/A</b>

## NOTES:

\* Overall, 82,963 students were tested in grade 6 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

## - Ethnicity

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks were at or above the national average (50th percentile) in all 11 areas for Asian/Pacific Islanders, while American Indian/Alaskan Natives scored at or above the national average in only two. Black students scored below the national average in all areas. Percentile ranks for Hispanic students were at or above the national average in six areas, and White students were at or above the national average in 10.

**Table 6.5 – Stanford 9, Fall 1999, Grade 6**  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		<b>430</b>		<b>2,864</b>		<b>20,819</b>		<b>2,826</b>		<b>50,379</b>		<b>2,055</b>	
Percentage of the Total **		<b>&lt;1</b>		<b>3.5</b>		<b>25.1</b>		<b>3.4</b>		<b>60.7</b>		<b>2.5</b>	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
	Reading Vocabulary	48	662.8	64	681.1	41	654.4	48	662.8	66	682.8	57	673.0
	Reading Comprehension	46	654.0	71	680.7	37	644.4	51	658.8	68	676.9	58	666.5
	<b>TOTAL READING</b>	<b>46</b>	<b>657.0</b>	<b>69</b>	<b>680.3</b>	<b>38</b>	<b>648.6</b>	<b>50</b>	<b>660.1</b>	<b>68</b>	<b>678.6</b>	<b>58</b>	<b>668.5</b>
Mathematics: Problem Solving		56	654.0	83	686.2	44	641.5	59	656.8	75	675.1	63	660.7
Mathematics: Procedures		45	650.5	77	691.0	38	642.1	49	656.0	62	670.9	50	656.4
<b>TOTAL MATHEMATICS</b>		<b>50</b>	<b>651.6</b>	<b>81</b>	<b>687.4</b>	<b>40</b>	<b>640.9</b>	<b>54</b>	<b>655.3</b>	<b>70</b>	<b>672.0</b>	<b>57</b>	<b>657.7</b>
Prewriting		34	611.8	53	634.7	33	609.6	40	618.2	47	627.0	41	619.9
Composing		41	620.9	62	644.5	43	623.0	48	628.5	60	642.1	53	633.9
Editing		46	620.7	74	651.8	43	617.5	52	627.0	66	642.6	57	632.3
<b>LANGUAGE</b>		<b>39</b>	<b>617.3</b>	<b>67</b>	<b>645.5</b>	<b>37</b>	<b>615.5</b>	<b>46</b>	<b>623.8</b>	<b>60</b>	<b>637.9</b>	<b>50</b>	<b>628.6</b>
<b>PARTIAL (Basic) BATTERY</b>		<b>48</b>	<b>N/A</b>	<b>73</b>	<b>N/A</b>	<b>41</b>	<b>N/A</b>	<b>52</b>	<b>N/A</b>	<b>67</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>

## NOTES:

\* Overall, 82,963 students were tested in grade 6 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

• **Students with Limited English Proficiency**

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.6 – Stanford 9, Fall 1999, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for**  
**Students with Limited English Proficiency (LEP)**

Number Tested *	<b>434</b>	
Percentage of the Total**	<b>&lt;1</b>	
	<b>PR</b>	<b>SS</b>
Reading Vocabulary	30	642.2
Reading Comprehension	32	637.6
<b>TOTAL READING</b>	<b>30</b>	<b>640.2</b>
Mathematics: Problem Solving	46	643.8
Mathematics: Procedures	41	646.8
<b>TOTAL MATHEMATICS</b>	<b>43</b>	<b>644.4</b>
Prewriting	30	606.1
Composing	37	615.5
Editing	36	610.3
<b>LANGUAGE</b>	<b>32</b>	<b>609.5</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>39</b>	<b>N/A</b>

**NOTES:**

\* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 82,963 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

• **Students with Disabilities**

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.7 – Stanford 9, Fall 1999, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability**

ALL = Data for ALL disabled students, regardless of disability  
 MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment  
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	<b>5,581</b>		<b>44</b>		<b>0</b>		<b>24</b>		<b>22</b>		<b>16</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.3	5	589.0	-	-	20	628.4	54	670.1	49	662.9
Reading Comprehension	29	634.7	7	594.9	-	-	15	615.0	45	653.2	34	640.3
<b>TOTAL READING</b>	<b>30</b>	<b>639.2</b>	<b>5</b>	<b>594.9</b>	-	-	<b>16</b>	<b>622.0</b>	<b>50</b>	<b>660.6</b>	<b>38</b>	<b>648.5</b>
Mathematics: Prob. Solving	39	637.1	4	579.1	-	-	22	617.7	45	643.1	54	651.2
Mathematics: Procedures	28	629.5	7	588.1	-	-	10	600.4	23	624.4	31	634.3
<b>TOTAL MATHEMATICS</b>	<b>32</b>	<b>633.4</b>	<b>4</b>	<b>583.6</b>	-	-	<b>14</b>	<b>610.0</b>	<b>33</b>	<b>634.6</b>	<b>41</b>	<b>643.3</b>
Prewriting	25	598.7	11	571.4	-	-	19	587.4	31	606.7	37	614.7
Composing	30	608.0	8	568.1	-	-	28	603.7	37	616.1	46	625.7
Editing	27	600.1	7	560.4	-	-	16	581.2	46	620.9	35	608.6
<b>LANGUAGE</b>	<b>24</b>	<b>600.7</b>	<b>4</b>	<b>561.8</b>	-	-	<b>16</b>	<b>588.1</b>	<b>34</b>	<b>610.1</b>	<b>35</b>	<b>612.8</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>33</b>	<b>N/A</b>	<b>5</b>	<b>N/A</b>	-	<b>N/A</b>	<b>16</b>	<b>N/A</b>	<b>45</b>	<b>N/A</b>	<b>39</b>	<b>N/A</b>

HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance  
 SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	<b>52</b>		<b>3,485</b>		<b>500</b>		<b>581</b>		<b>512</b>		<b>14</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	35	648.8	27	638.4	36	649.0	51	665.6	32	644.7	55	671.0
Reading Comprehension	37	644.1	25	629.2	29	634.2	55	663.4	25	630.1	42	649.3
<b>TOTAL READING</b>	<b>35</b>	<b>645.2</b>	<b>25</b>	<b>633.7</b>	<b>31</b>	<b>640.6</b>	<b>54</b>	<b>664.5</b>	<b>27</b>	<b>636.2</b>	<b>45</b>	<b>655.7</b>
Mathematics: Prob. Solving	49	646.7	34	632.2	33	630.6	66	664.9	31	629.0	39	636.6
Mathematics: Procedures	35	639.1	24	624.7	21	619.6	55	662.7	20	617.6	35	638.9
<b>TOTAL MATHEMATICS</b>	<b>41</b>	<b>642.4</b>	<b>28</b>	<b>628.7</b>	<b>26</b>	<b>626.0</b>	<b>61</b>	<b>662.5</b>	<b>24</b>	<b>624.1</b>	<b>36</b>	<b>636.6</b>
Prewriting	31	607.5	22	594.5	23	595.4	39	616.9	24	596.9	35	612.4
Composing	35	613.9	27	603.1	27	603.8	49	629.0	29	605.7	47	627.7
Editing	35	608.1	22	592.8	28	600.6	54	629.0	25	597.1	65	641.6
<b>LANGUAGE</b>	<b>32</b>	<b>607.7</b>	<b>19</b>	<b>595.1</b>	<b>22</b>	<b>598.3</b>	<b>47</b>	<b>625.2</b>	<b>22</b>	<b>598.0</b>	<b>50</b>	<b>628.0</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>38</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>30</b>	<b>N/A</b>	<b>56</b>	<b>N/A</b>	<b>29</b>	<b>N/A</b>	<b>44</b>	<b>N/A</b>

(Table 6.7 is continued on the following page.)

**NOTES:**

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.



Grade 6 performance

(Table 6.7, continued)

DB = Deafness and Blindness  
A = Autism  
TBI = Traumatic Brain Injury  
504 = otherwise qualified handicap under Section 504 of the  
rehabilitation Act of 1973  
DD = Developmentally Delayed

Description	DB		A		TBI		504		DD	
	0		12		9		310		2	
Number Tested	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	-	-	40	655.8	*	*	49	663.9	*	*
Reading Comprehension	-	-	28	631.3	*	*	47	654.5	*	*
<b>TOTAL READING</b>	-	-	<b>35</b>	<b>644.5</b>	*	*	<b>48</b>	<b>658.3</b>	*	*
Mathematics: Prob. Solving	-	-	60	660.8	*	*	57	655.7	*	*
Mathematics: Procedures	-	-	60	668.5	*	*	41	646.5	*	*
<b>TOTAL MATHEMATICS</b>	-	-	<b>59</b>	<b>665.6</b>	*	*	<b>49</b>	<b>650.6</b>	*	*
Prewriting	-	-	33	609.4	*	*	36	613.3	*	*
Composing	-	-	*	*	*	*	45	625.5	*	*
Editing	-	-	46	616.2	*	*	44	619.0	*	*
<b>LANGUAGE</b>	-	-	<b>34</b>	<b>612.0</b>	*	*	<b>39</b>	<b>617.7</b>	*	*
<b>PARTIAL (Basic) BATTERY</b>	-	<b>N/A</b>	<b>53</b>	<b>N/A</b>	*	<b>N/A</b>	<b>48</b>	<b>N/A</b>	*	<b>N/A</b>

NOTES:

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.